

To Rescue Scholars Is to Rescue the Future

AN IMPACT STUDY OF THE
IIE SCHOLAR RESCUE FUND
2002–2020



Evgenia Valuy and Jodi Sanger
April 2021



The Power
of International
Education

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*To Rescue Scholars Is To Rescue the Future:
An Impact Study of the IIE Scholar Rescue
Fund 2002–2020*

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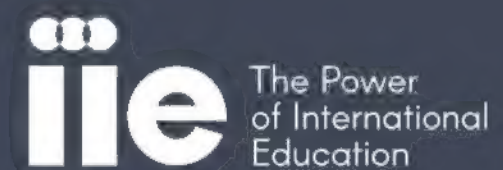
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IIE acknowledges the vital contributions of the many IIE and IIE Scholar Rescue Fund staff members, past and present, who worked tirelessly and compassionately to build and sustain IIE-SRF since its founding in 2002. The current IIE-SRF team includes Danielle Alperin, Emily Borczik, Jeffrey Burtner, Lindsay Calvert, Emily Eckardt, Emily Elliot-Meisel, Olga Gregorian, Janet Hoyte, James Robin King, Laura Ormsby, Celine Taminian, and Adam Vincent.



Report Organization

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About IIE

Established in 1919, the Institute of International Education (IIE) is a global not-for-profit that creates and implements international education programs, conducts research, and provides life-changing opportunities for students and scholars worldwide. Each year, over 20,000 men and women from 175 countries participate in IIE programs.

Protecting the lives and work of threatened scholars has always been at the core of IIE's mission. This legacy dates to 1920, when the leaders of the newly founded IIE created the Russian Student and Scholar Fund to provide emergency assistance to hundreds

of students and scholars caught in the crossfire of the Bolshevik Revolution and Stalinism. Since then, IIE has led special efforts to support academics in need during every decade.

In 2002, IIE established the Scholar Rescue Fund (IIE-SRF) to ensure that emergency support and academic opportunities are always available to academics whenever and wherever they may be in danger. Nearly twenty years later, it is the only global program that arranges and funds fellowships for threatened and displaced scholars at partnering higher education institutions worldwide. At the heart of IIE-SRF is the idea that each scholar we support is a beacon of hope in our world.

► IIE SCHOLAR RESCUE FUND BY THE NUMBERS



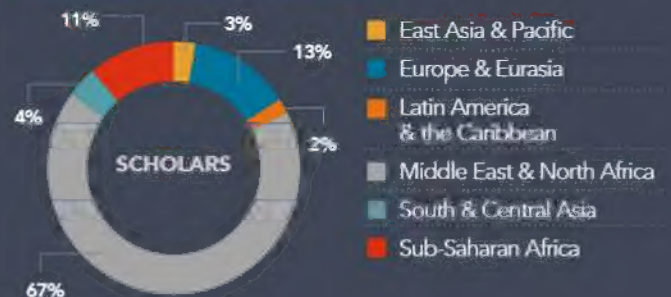
OVER **\$35 MILLION**
IN GRANTS APPROVED

NEARLY **\$21 MILLION**
IN MATCHING SUPPORT

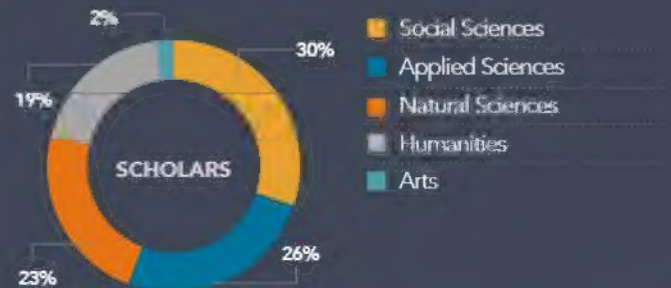
60
SCHOLAR COUNTRIES OF ORIGIN

In 2020, IIE-SRF supported over **190** SCHOLARS from **31** COUNTRIES

SCHOLAR REGIONS OF ORIGIN



SCHOLAR FIELDS OF STUDY



50
HOST COUNTRIES

TOP 5 HOST COUNTRIES

1. United States
2. Jordan
3. United Kingdom
4. Germany
5. Canada





A Letter from the IIE Scholar Rescue Fund Chairs

IIE has saved the lives and work of vulnerable scholars for over a century. In 2002, IIE's trustees established the Scholar Rescue Fund (IIE-SRF), which remains the only global program that arranges and funds fellowships for threatened and displaced scholars around the world. IIE-SRF was created not only to save scholars' lives but also to ensure the preservation and proliferation of their ideas and knowledge. As IIE Chairman Emeritus and IIE-SRF co-founder Dr. Henry Kaufman has astutely recognized, "To rescue scholars is to rescue the future."

Nearly 20 years later, we are delighted to publish this new study that documents the achievements and impacts of IIE-SRF's alumni. The report — stimulated by Dr. Kaufman's vision and supported by his generosity — comprises the survey responses of 207 alumni from 38 countries. It offers concrete evidence of the indelible impacts these talented and courageous scholars have made on their home countries, host communities, and academic disciplines. They have continued to conduct groundbreaking research, impart knowledge to new generations, and improve their communities by defending academic freedom and promoting social justice. We are extremely proud of these scholars and are grateful for their many contributions toward a better future for all of us.

The report also reinforces the continued urgent need for IIE-SRF. In 2020, we received more requests for assistance than any year in the program's history. As our extraordinary alumni have demonstrated, threatened and displaced scholars are ready to resume their work as experts, educators, and change agents. IIE-SRF remains committed to helping as many as we are able.

Dr. Mariët Westermann
Chair, IIE-SRF Selection Committee

Dr. George Rupp
Chair, Scholar Rescue Fund Committee of the IIE Board of Trustees

The survey responses included

 **207**
IIE-SRF ALUMNI

from
38 
COUNTRIES

IIE-SRF SCHOLARS

(Above, left to right) Muhammad Ali Sammuneh, IIE-SRF alumnus and scholar of geographical information systems from Syria (Observatory of Paris, France); Laura Febres, IIE-SRF alumna and scholar of Latin American literature and history from Venezuela (University of Alcalá, Spain); Zhang Boshu, IIE-SRF alumnus and political philosopher from China (Columbia University, U.S.)

(Cover) Fermin Rada, IIE-SRF fellow and tropical ecologist from Venezuela (University of the Andes, Colombia)

Introduction

IIE-SRF is the only global program that arranges and funds fellowships for threatened and displaced scholars at partnering higher education institutions worldwide. Building upon IIE's century-long legacy of assisting students and scholars under threat, IIE-SRF has since 2002 supported more than 900 scholars from 60 countries in partnership with 428 host institutions in 50 countries.

Methodology

In this impact study, IIE's evaluation team looked into the achievements and impact of IIE-SRF scholars following the completion of their fellowships. In doing so, the evaluation team explored scholars' post-fellowship impact through four lenses: (1) the IIE-SRF fellowship's effect on the scholars' skills and careers, including the professional relationships they established; (2) scholars' contributions to their professional fields through knowledge products and teaching; (3) scholars' efforts to rebuild the higher education systems in their home countries through teaching, publishing, contributing to public policy, improving institutions, and engaging their communities, and, finally, (4) the impact that scholars who did not return home had through these activities on the countries where they live.

To learn about the scholars' post-fellowship experiences and achievements, the evaluation team conducted an online survey with IIE-SRF alumni who completed their fellowships between 2003 and 2019. The survey was sent to 439 alumni with active email addresses. With 179 completed surveys and 28 partially completed surveys, the final survey population included 207 IIE-SRF alumni.

The response rate of 47% was remarkably high for an alumni survey going back almost 20 years. The high response rate allowed the evaluation team to conduct analysis at 95% confidence with a 5% margin of error. The evaluation team assessed how representative the survey population was of the overall IIE-SRF alumni population based on home country, year of fellowship completion, and gender.

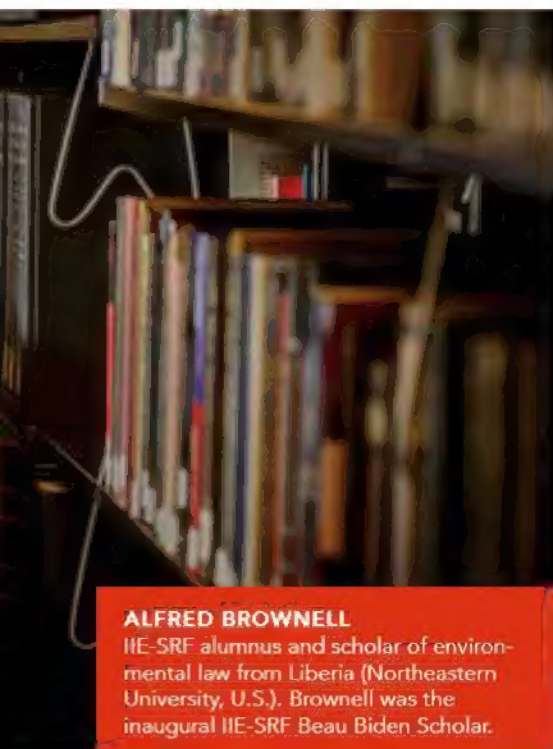
The evaluation team analyzed the quantitative data using SPSS quantitative data analysis software, primarily using descriptive statistics (e.g., means and frequencies) and some inferential statistics (chi-square test of independence, correlations, independent sample t-tests, etc.). Qualitative data was reviewed to identify salient themes across open-ended responses.



- **The respondent population was representative of the male alumni population, though slightly less representative of the female alumnae.** Alumnae represented 23% of the IIE-SRF population and 18% of the survey respondent population. The margin of error for generalizations about women was 15% with a 95% confidence interval.

- **Later IIE-SRF years had a higher response rate compared to earlier years.** The difference in response rates by years may limit the evaluation team's ability to speak to the impact — or challenges — of alumni from countries that were represented mainly in the earlier years of the fellowship. For example, all Palestinian alumni completed their fellowships prior to 2011, and only one of them responded to the survey. Nevertheless, considering that typical alumni of any fellowship program from the earlier years had more time to establish themselves and contribute to their professional fields and communities, this limitation is more likely to underestimate than overestimate the overall impact of the IIE-SRF alumni.

NOTE: Throughout the report, terms "IIE-SRF alumni" and "IIE-SRF fellows" are used to refer to the survey population. The evaluation team used the terms "new communities" and "new countries" interchangeably to refer to countries where IIE-SRF alumni resided that were not their countries of origin, regardless of the length or permanence of their residence in these countries.



ALFRED BROWNELL

IIE-SRF alumnus and scholar of environmental law from Liberia (Northeastern University, U.S.). Brownell was the inaugural IIE-SRF Beau Biden Scholar.

- **The respondent population was representative of the IIE-SRF alumni population at a country level.** The overall IIE-SRF alumni population that had active emails represented 51 countries, of which 9 countries had 2% or more of alumni, and the survey respondents represented 38 countries. The number of respondents per country was insufficient for country-specific analysis, with exceptions for Iraq, Syria, and Turkey.

With the magnitude and length of conflicts that affected Iraq and Syria and their higher education systems, alumni from these countries represented more than half of the overall IIE-SRF alumni population, which remained true for the survey population. Alumni from Syria were represented to a greater extent than Iraq (21% vs. 34%, respectively). This difference aligns with the timeline of these conflicts and the fact that alumni who completed their fellowships in earlier years were less likely to complete the survey: Iraqi alumni were most likely to have completed their fellowships between 2009 and 2015, whereas Syrian alumni for the most part completed their fellowships in 2014 or later.

Respondents' Profile

DEMOGRAPHIC CHARACTERISTICS

Most of the survey respondents (82%) identified as men; 18% identified as women. Respondents' ages varied from 37 to 87 years, with the average age being 50. In total, 44% of alumni self-identified as racial or ethnic minorities; 23% were minorities in their home countries; and 22% were minorities in the countries where they lived at the time of the survey.

LOCATION

26% of IIE-SRF alumni responding to the survey had returned to and were living in their home countries at the time of survey completion. Half of the alumni who returned were from Iraq. An additional 11% of IIE-SRF alumni were living in their home regions, meaning that a total of 37% of the alumni who responded to the survey lived in their home countries or regions.

154 alumni (74%) resided outside of their home countries, of which 76% lived in the countries where they undertook the IIE-SRF fellowship. Of those living abroad, 84% lived in the United States, Canada, or various Western European countries.

The earlier cohorts of IIE-SRF alumni were more likely to have returned home. This is explained, in large part, because of the greater number of Iraqi alumni in the earlier years of the IIE-SRF program who were able to return to Iraq (37%), whereas later cohorts included more Syrian alumni. None of the Syrian survey respondents resided in Syria at the time of survey completion.

EMPLOYMENT

At the time of survey completion, two-thirds of respondents were employed in some capacity, including 78% who resided in their home countries and 63% who resided in new communities. A large majority (77%) of the employed alumni worked in higher education or at a research institution. 9% worked in a for-profit company, and 8% worked for nonprofit or non-governmental organizations. The most popular work sectors included social sciences (25%), humanities (16%), natural sciences (13%), medical sciences (10%), engineering (8%), and law and human rights (7%).

Of the survey respondents who were not employed, 42% were retired or held a professor emeritus status, while several others were studying to gain additional credentials in their host country. Among the 32 respondents who were unemployed and seeking employment, more than 90% currently live outside of their home countries. Though 67% of the unemployed alumni residing in new countries have worked since the end of their IIE-SRF fellowships, their jobs were more likely to be outside of academia because of the challenges of finding an academic position. These challenges, among others, related to credential recognition, finding a position at an appropriate level, potentially insufficient knowledge of the new country's language, and legal issues.

Key Findings

Producing and Disseminating Knowledge

IIE-SRF alumni disseminated their knowledge and expertise via more than **10,500 scholarly publications, presentations, artistic works, and public appearances** since their IIE-SRF fellowships, including:

- More than **5,300** lectures, presentations, and media appearances
- More than **5,000** publications (i.e., books, journal articles, and policy papers)
- More than **200** art exhibitions, films, and musical compositions
- More than **40** patents

154 IIE-SRF alumni, including those living in their home countries or abroad, disseminated an average of **60% of their work** in their home countries.

At least **28% of alumni** pointed to the impact of their scholarly works on public policy, generating public discourse and informing decision-makers.

Nurturing the Next Generation

Since completion of their fellowship appointments, approximately **60% of IIE-SRF alumni** imparted their knowledge to more than **52,500 students** through more than **1,600 academic courses**. Alumni supervised **2,600 student theses** and mentored more than **800 junior faculty members**.

Many of the topics with which alumni enriched their institutions' programming were completely new study areas; thus, scholars contributed to a home-grown generation of professionals in these fields.

Since their IIE-SRF fellowships, at least **40% of IIE-SRF alumni** developed **166 curricula in 29 countries**, with the highest number of curricula developed for the United States (49) and Iraq (33):

- **36 IIE-SRF alumni** developed curricula for institutions within their home countries.
- **42 IIE-SRF alumni** developed curricula for institutions abroad.

Improving Institutions and Organizations

56%, or 103 IIE-SRF alumni, reported making improvements to educational institutions in their home countries in some capacity. Top improvements:

- Improved access to knowledge or resources (**40%**)
- Engaged in public advocacy related to home country academia challenges (**35%**)
- Promoted stronger research methodologies (**34%**)
- Contributed to expansion of academic freedom (**33%**)

62%, or 114 IIE-SRF alumni, reported making improvements to educational institutions in their new countries in some capacity. Top improvements:

- Improved access to knowledge or resources (**42%**)
- Promoted stronger teaching methods (**33%**)
- Contributed to expansion of academic freedom (**32%**)
- Promoted stronger research methodologies (**29%**)

40 IIE-SRF alumni established at least **55 new organizations in 22 different countries** since the completion of their fellowships.

Changing Communities and Promoting Social Justice

IIE-SRF alumni promoted social justice (55%), increased intercultural understanding in their communities (51%), and supported disadvantaged populations in their communities (44%).

A total of **113 IIE-SRF alumni** reported impacting their home communities, and **82 alumni** reported impacting their new communities. **50 alumni** reported impacting both their home communities and their new communities.

Alumni who identified as religious minorities in their home countries or as racial or ethnic minorities at home or in their new countries were more likely to actively engage in supporting disadvantaged populations.

Three out of four IIE-SRF alumni living abroad remained connected to their home country academia since their IIE-SRF fellowships. Keeping in touch with faculty and students was the most common form of sustaining connections with their home countries and institutions:

- **57% of IIE-SRF alumni** incorporated topics related to their home countries into their publications, presentations, and coursework.
- **Half of alumni living abroad** had engaged with academic diaspora from their home countries, and **23% of alumni** indicated that they would like to reach out to diaspora in the future.
- **29% of alumni** living abroad participated in distance learning activities with higher education institutions in their home countries.

Transformations from the IIE-SRF Fellowship

IIE-SRF alumni significantly improved their professional and interpersonal skills during their IIE-SRF fellowships:

- **83%** improved their ability to influence others in their communities.
- More than **80%** gained knowledge of and new perspectives on their professional fields or research areas.
- **78%** improved their ability to conduct research in their fields of expertise, and **76%** gained knowledge of applicable research methods.
- **77%** honed their teaching skills in their subject areas.

92% of alumni reported that their IIE-SRF experience positively impacted their post-fellowship careers.

Nearly a third of IIE-SRF alumni have held higher education leadership positions since completing their fellowships.

Maintaining and Leveraging Connections

86% of IIE-SRF alumni have remained in contact with new colleagues they met during their fellowships.

41% of IIE-SRF alumni collaborated on various projects with the colleagues they met through their fellowships.

IIE-SRF alumni reported engaging in collaborative student-facing activities with the colleagues they met through their fellowships:

- **21%** co-taught a course with their new colleagues.
- **17%** established an in-person exchange between their own and a colleague's institution.
- **11%** established a virtual exchange.

SECTION

1

Transformations from the IIE-SRF Fellowship

The section on transformations explores how the IIE-SRF fellowship affected the IIE-SRF alumni's technical and intercultural skill set as well as their post-fellowship professional trajectories (i.e., where they have worked since their fellowships and the role that their fellowships played in these engagements).

BINALAKSHMI (BINA) NEPRAM

IIE-SRF alumna and scholar of peace studies and gender studies from Manipur, India (Connecticut College, U.S.)



Developing and Improving Skills

Leadership skills involving teamwork, communication, influence, and expertise had the highest gains.

Most IIE-SRF fellows enter their fellowship appointments as established scholars in their fields. Nevertheless, IIE-SRF alumni gained significant technical skills and intercultural competencies during their fellowship appointments (Figure 1). A large majority (more than 80%) improved their abilities to collaborate and cooperate in a multicultural team and influence others in their communities. IIE SRF fellows improved their communication and conflict resolution skills. They also gained new perspectives on their home countries' higher education systems and a deeper appreciation of their home cultures. These new skills enhanced IIE SRF alumni's abilities to positively influence their home countries' academic systems.

▶ HOW DID THE IIE-SRF FELLOWSHIP DEVELOP OR IMPROVE YOUR SKILLS?

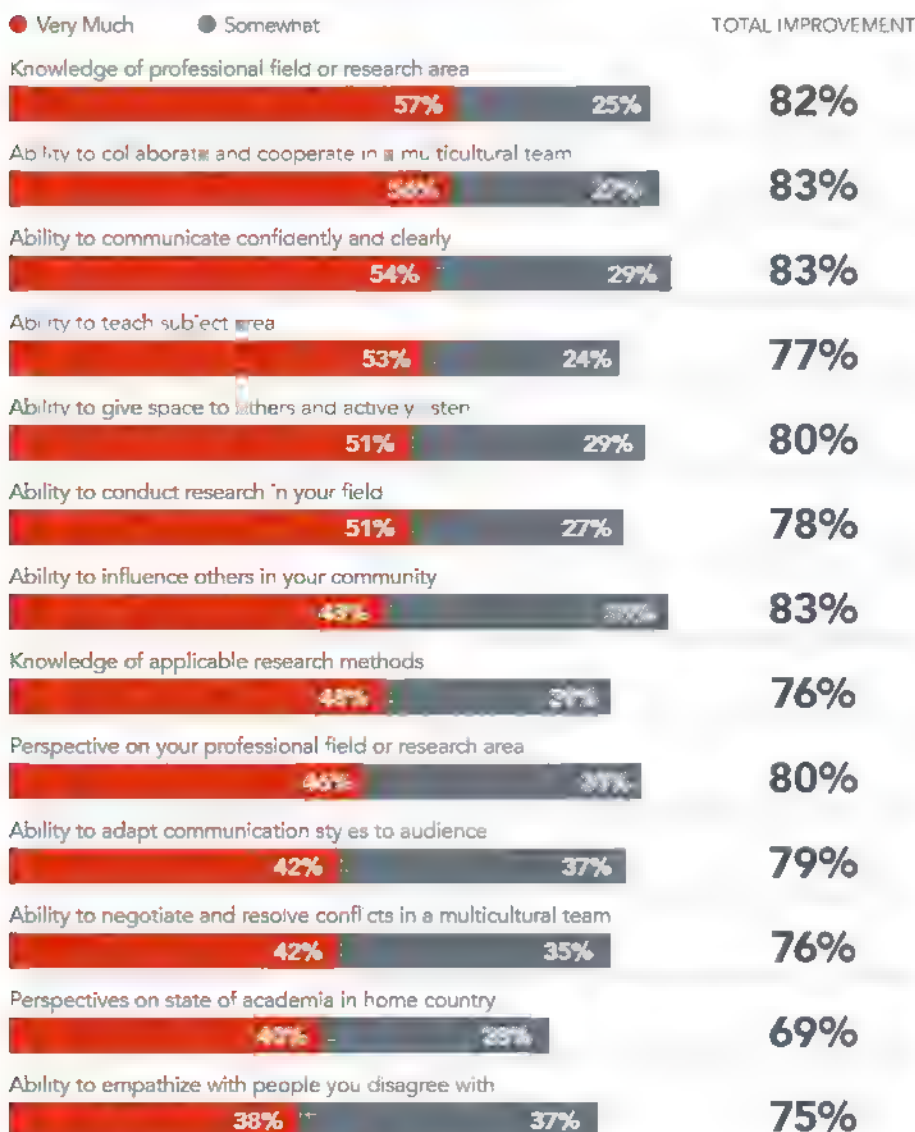


Figure 1. Skill and ability gains during the fellowship

• More than 80% of IIE-SRF alumni also gained new perspectives on and increased their knowledge of their professional fields and research areas, which they incorporated into their publications, teaching, and curricula.

"Through communication with colleagues in Germany, we were able to obtain information and different resources in our field of specialization. [I contributed to Yemeni] academia through connecting different sciences, especially between geology and archeology. [I also have been] explaining the importance of following a thorough methodology in the process of scientific research, and communication with foreign research parties."

Munef Mohammed

IIE SRF alumnus from Yemen, 2018-2019 / Germany (University of Hamburg), currently in Yemen

• 82% of the alumni who had taught since their IIE-SRF appointment indicated gains in teaching skills while on fellowship. Among the alumni who had not taught since their fellowships, 70% still noted having improved their teaching skills during their IIE-SRF fellowship appointments.

"Thanks to IIE SRF, the skills I learned while on fellowship certainly changed my point of view on the education system and provided me with better experience to handle my classes. Therefore, whenever I have been teaching English in any department in the educational institutions in Iraq, by the end of the course my students say I am the best teacher in the department."

Arif A. AL-Ashoor

IIE-SRF alumnus from Iraq, 2010-2011 / United States, currently in Iraq

Forging New Pathways

92% of alumni reported that their IIE-SRF experiences positively impacted their post-fellowship careers.

Nearly two thirds of IIE-SRF alumni agreed that the IIE-SRF fellowship experience resulted in strengthened professional expertise and skills, making this the most widely reported career impact (Figure 2). More than half reported making new connections that resulted in new opportunities, and just under half said their standing in their fields was elevated as a result of their fellowships, thereby expanding opportunities available to them post-fellowship. A combination of the strengthened expertise, recognition, and exposure alumni received during their IIE-SRF appointments allowed them to advance in their careers, publish work, and win additional funding or awards.

More than

50%

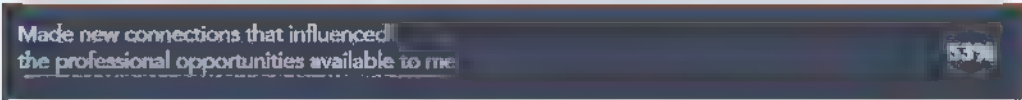
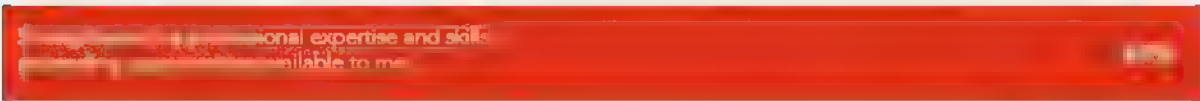


OF IIE-SRF ALUMNI

made new connections that resulted in new professional opportunities

▶ HOW DID THE IIE-SRF FELLOWSHIP IMPACT YOUR CAREER?

● Deepened Expertise or Recognition ● New Connections ● New Area of Interest



"I was able to find a tenure track faculty position and work on a new area."

IIE-SRF alumnus
Turkey, 2017-2018 / United States, currently in the United States



"During my IIE-SRF experience I interacted with a professor who influenced my decision what to study for my doctoral degree."

Phoebe Kajubi
IIE-SRF alumna from Uganda, 2007 / United States (Pomona College), currently in Uganda and working at Makerere University

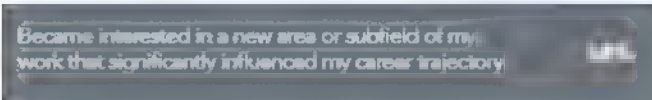


Figure 2. IIE-SRF impact on the alumni's careers, expertise, and networks

Nearly a third of IIE-SRF alumni have held higher education leadership positions since completing their fellowships.

29% of IIE-SRF alumni have held a higher education institutional leadership position since completing their IIE-SRF fellowships, particularly those currently residing in their home countries (45%). Having held a leadership position was also positively linked to the length of time since the conclusion of the fellows' IIE-SRF fellowships. This metric speaks to the continued and sustained advancement of many alumni within their fields long after the completion of their fellowships. Institutional leadership positions held by IIE-SRF alumni included director (16 total respondents), department chair (15), board member (13), dean (6), head of laboratory (5), president (3), and provost (1).



"I got a career boost through the various training opportunities that led me to publishing articles both locally and internationally. I was also able to forge international connections that facilitated mentoring of colleagues and students in the library and information science profession in Africa. I thus received invitations to present at local and international conferences, to review papers on international librarianship as well as on Africa. That has facilitated me being elected to leadership positions locally and internationally."

IIE-SRF alumnus

Cameron, 2004-2005 United States, currently in the United States

RANA MUSTAFA

IIE-SRF alumna and food scientist from Syria (University of Saskatchewan, Canada)

SECTION
2

Nurturing the Next Generation

One of the ways in which IIE-SRF alumni have helped to rebuild higher education systems in their home countries and contributed to their new communities is through teaching and advising students. This section explores the post fellowship teaching experiences of respondents.



Teaching and Advising New Generations

IIE-SRF alumni have created an impressive multiplier effect through their teaching and advising activities.

Since completion of their IIE-SRF appointments, IIE-SRF alumni imparted their knowledge to more than 52,500 students through more than 1,600 academic courses and to 2,600 more through supervision of their theses. IIE SRF alumni also mentored more than 800 junior faculty members. These numbers do not account for the many students, colleagues, and other professionals who undoubtedly benefitted from alumni's expertise as they published new research and gave presentations on their work.

IIE SRF ALUMNI ACADEMIC ACTIVITIES

ACTIVITY	TOTAL	IN HOME COUNTRY	IN NEW COMMUNITY
Students Taught:	52,291	28,396	23,895
• Undergraduate	44,193	24,678	19,515
• Graduate	8,098	3,718	4,380
Courses Taught:	1,609	764	845
• Undergraduate	1,043	488	555
• Graduate	566	276	290
Theses Supervised:	2,600	1,766	834
• Undergraduate	1,742	1,094	648
• Master's	694	571	123
• Ph.D.	164	101	63
Junior Faculty Mentored:	846	562	284

• **Pointing to the value of the IIE-SRF fellowship for professional growth**, alumni who taught students after their fellowships indicated that they improved their teaching skills while on fellowship. They integrated new teaching models and methodologies — for example, a student-centered approach, virtual learning, critical thinking, and use of technology — into their own classrooms and promoted these approaches to their colleagues.

"My teaching style, which puts students at the centre, inspired two junior faculty members who continue to use this approach in their classrooms."

Tompson Makakamadze

IIE-SRF alumnus from Zimbabwe, 2009–2011 / United States (Chatham University), currently in the United States and teaching (remotely) in Ethiopia and Zimbabwe

• **IIE-SRF alumni who taught courses since their fellowships** were more likely to receive awards and grants than non-teaching alumni. The awards were often specific to their teaching excellence, while grants were awarded for visiting professorships. Alumni who resided and taught in their home countries received fewer awards and grants than those who taught abroad. This variation could be due to fewer grants available or to lesser awareness about such grants.

"I have been chosen by the students, a faculty committee, and the Leadership of the College of Professional Studies as a recipient of the Excellence in Teaching Award and was recognized at the College's graduation ceremony."

Baktybek Beshimov

IIE-SRF alumnus from Kyrgyzstan, 2010–2012 / United States (Harvard University, Suffolk University), currently in the United States and working at Northeastern University

Since IIE-SRF Fellowship:

52,200+

STUDENTS TAUGHT

1,600+

COURSES TAUGHT

2,600

THESES SUPERVISED

800+

JUNIOR FACULTY MENTORED

WITHIN THEIR HOME COUNTRIES

Training new generations of professionals and academics is one way that IIE-SRF alumni have helped rebuild higher education systems and scientific communities within their home countries.

Since completion of their IIE-SRF fellowships, IIE-SRF alumni taught almost 30,000 students in their home countries. IIE-SRF alumni who resided in their home countries taught a similar overall number of courses as scholars who lived outside their home countries. Alumni who resided abroad were more likely to teach graduate coursework. Alumni who resided in their home countries, however, taught a significantly higher number of students: 21,552, compared to 6,844 taught by alumni living in other countries. They also supervised a greater number of students' theses: 1,090, compared to 676.

ACTIVITY	TOTAL IMPACT ON HOME COUNTRY	IIE-SRF ALUMNI RESIDING IN HOME COUNTRY	IIE-SRF ALUMNI RESIDING ABROAD
Students Taught:	28,396	21,552	6,844
Courses Taught:	764	349	415
Theses Supervised:	1,766	1,090	676

Alumni who taught in their home countries shared that they endeavored to expose their students to international academic practices and opportunities. They supported students in their home countries to conduct international research, attend conferences, and study abroad. One alumnus mentioned raising money through crowdfunding to help a junior faculty mentee from his home country attend professional conferences.

"The most important impact that I have had on my students is to help them see the most important journals and conferences around the world. I have helped many of the students I teach or supervise by [enabling them to participate in] preparing research under my supervision and traveling with me to some Western countries to participate in scientific conferences."

Firas Hamodi
IIE-SRF alumnus from Iraq, 2016-2017, United States, St. Martin's University, currently in Iraq



• **To improve higher education systems in their home countries**, IIE-SRF alumni promoted new teaching methods and encouraged rigorous research practices and high-quality academic writing. Those who developed curricula incorporated these practices directly in the course structure and approach.

"Along with the fact ADA University was first among other universities in Azerbaijan to offer the courses [that I developed: on Azerbaijani Studies and on Perspectives on Ethics and Values], which have certainly added to curriculum enrichment for the learning process in this academic institution I brought about new teaching techniques in ADA, which I have learned in the U.S especially those to ensure the cultivation of critical thinking skills of students."

Nariman Gasimzada

IIE-SRF alumnus from Azerbaijan, 2007 / Hungary (Central European University) and 2012-2013 / United States (Harvard University) currently in Azerbaijan and working at the ADA University

"I am currently the only professor in my school with the academic background related to the American academy. Bringing [to] the school new approaches (using books for each course instead of syllabus in Congolese tradition, syntheses from books and article notes made by the instructors, promoting discussions instead of lecturing much, giving credits to students who are more committed to work during class activities, encouraging active learning and fair practices in assessments (quizzes, exams...), introducing conversation about academic freedom and student rights)...all this makes my class sessions special."

Fraternel Amuri Misako

IIE-SRF alumnus from the Democratic Republic of the Congo (DRC), 2010-2012 / United States (University of Kentucky), living in the United States and teaching at the University of Kisangani and working with Global University Project for Sustainable Peace and Development; currently pursuing a new PhD in international conflict management at Kennesaw State University in Georgia with an interest in African diaspora and refugee studies



SALAM BASH AL-MALIKI

IIE-SRF alumnus and scholar of environmental engineering from Iraq (Ohio University, U.S.). Dr. Al-Maliki currently serves within Iraq's Ministry of Higher Education & Scientific Research, where he partners with IIE to implement the IIE-SRF Iraq Distance Learning Initiative

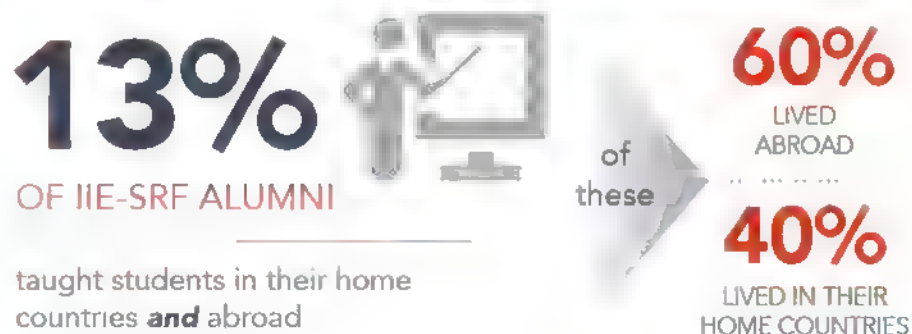
Teaching outside of their home countries provided IIE-SRF alumni with an avenue to share their cultures and increase intercultural understanding in these new communities.

IIE-SRF alumni who taught in new communities often shared their cultural expertise with their students through formal courses and mentorship. They reported to have increased intercultural learning and understanding in their new communities more so than alumni who did not teach.

"Since I am the only person who teaches the Middle Eastern Politics here, my mentorship became an opportunity for those who are interested in the Middle Eastern politics, Turkish politics and Islam."

Gokhan Bacik

IIE-SRF alumnus from Turkey, 2016-2017 / Czech Republic (Palacky University), currently in Czech Republic and working at Palacky University



Developing Curricula

Since their IIE-SRF fellowships, IIE-SRF alumni developed 166 curricula in 29 countries, with the highest numbers of curricula developed in the United States (49) and Iraq (33).

At the time of the impact study, 77% of these curricula had been implemented or were in the final stages of approval (Figure 3). Most alumni developed curricula for universities in their current country of residence, although 10 alumni developed curricula for universities in other countries. One such alumnus developed curricula for “different disciplines of legal studies” for four countries in addition to his home country, where he lived. The other alumnus, who was from Zimbabwe but resided in the United States, was leading two training programs funded by the National Institutes of Health in Mali and Democratic Republic of Congo.

“As the chairperson of my university department, I lead the revision and modernization of the syllabus, both undergraduate and postgraduate, as per the [new quality assurance] framework. 18 new courses were adopted and other 46 courses were redesigned in the light of the framework.”

IIE-SRF alumna
United States, currently in home country

▶ WHAT WAS THE STATUS OF THE CURRICULA ALUMNI DEVELOPED?

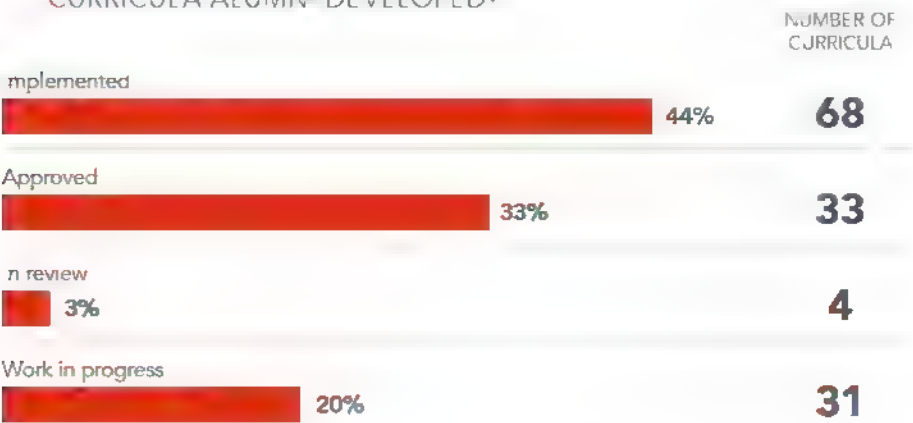


Figure 3. Status of the curricula
(Not all alumni were aware of the status of the curricula they developed.)



36

IIE-SRF ALUMNI DEVELOPED CURRICULA FOR INSTITUTIONS within their home countries

24

OF THESE SCHOLARS were living in their home countries

12

OF THESE SCHOLARS were living abroad



Curricula produced by IIE-SRF alumni

enriched their institutions
with new study areas
and entire master's and
doctoral programs

Some of the curricula produced by IIE-SRF alumni laid the foundation for entire master's and doctoral programs. The curricula included topics from a wide range of academic disciplines, including gender studies, monetary economics, mass media research and cultural analysis, perspectives on ethics and values, human rights, and sedimentation systems. Many of the topics with which alumni enriched their institutions' programming were completely new study areas; thus, alumni contributed to a home-grown generation of professionals in these fields.

"I did the specification of three curricula for the fourth level in a methodological way in the department of Geology Sciences College of Petroleum and Natural Resources, and it has been approved. Also, I gave a lecture in the department of archaeology related to my specialty and to archaeological studies, and it was about the significance of geoarchaeology in archaeology. A curriculum was added later carrying the same title 'Geoarchaeology' for the students of the department of archaeology at my university."

Munef Mohammed

IIE-SRF alumni from Yemen, 2018-2019; Germany, University of Hamburg; currently in Yemen

"Macroeconomics is a rapidly evolving discipline. I tried to impart the findings at the frontier of knowledge in a simplified way, given the level of our master's students. Monetary economics was even more challenging since most of the material was new to the students. I tried to communicate the material with particular reference to actual monetary policy making in countries with low levels of financial development like Bolivia. My research in the field influenced my teaching and the curriculum."

IIE-SRF alumnus

Bolivia, 2014; United States; currently in Bolivia

**42 IIE-SRF alumni who
lived outside of their home
countries developed curricula
within their current countries
of residence.**

"As a principal instructor, I participated in developing and improving a new curriculum on diplomacy and international relations for the College of Professional Studies at the Northeastern University. I personally offered my thoughts, approaches, and methods to improve the regional studies courses, integrate climate diplomacy, and special courses on contemporary diplomacy."

Baktybek Beshimov

IIE-SRF alumnus from Kyrgyzstan, 2010-2012; United States; Harvard University, Suffolk University; currently in the United States and working at Northeastern University

SECTION
3

Producing and Disseminating Knowledge

This section takes a closer look at how IIE SRF alumni have advanced knowledge within their academic fields and contributed to the public discourse through their publications and lectures.



Producing and Disseminating Knowledge

80% of IIE-SRF alumni grew global academic knowledge through the dissemination of their research and expertise via more than 10,500 scholarly publications, presentations, artistic works, and public appearances since their IIE-SRF fellowships.

Alumni usually shared their knowledge with others by delivering academic lectures or other presentations at events, including conferences and seminars, as well as through media interviews and appearances. Alumni's published works included almost 450 books and book chapters and more than 1,900 articles in academic journals, newspapers, and magazines. Alumni also created more than 40 films and registered more than 40 patents.

▶ NUMBER OF SCHOLARLY AND CREATIVE WORKS PRODUCED

WORK TYPE	TOTAL
Academic lectures, workshops, seminars, conference presentations	2,015
Media interviews or appearances	1,869
Non-academic lectures, workshops, seminars, conference presentations	1,430
Professional blog posts or website articles	915
Review of books, book chapters, or journal articles	840
Reports	757
News or magazine articles, editorials, or op-eds	749
Peer-reviewed academic journal articles	722
Non-peer-reviewed academic journal articles	444
Book chapters	247
Books	197
Policy papers	182
Artistic or musical performances and art exhibitions	163
Films or documentaries	41
Patents	41

5,300+



LECTURES, PRESENTATIONS,
MEDIA APPEARANCES

5,000+



PUBLICATIONS

200+



ART EXHIBITIONS, FILMS,
MUSICAL COMPOSITIONS

40+



PATENTS

• **IIE-SRF alumni were prolific writers** who published an impressive quantity of almost 450 books and book chapters. Additionally, alumni published almost 1,200 academic and non-academic journal articles; more than 700 news, magazine, and newspaper articles; and a similar number of reports. Alumni also published online articles and kept online blogs.

"Thanks to working with great scholars of demography at Florida State University, Center for Demography and Population Health, where I completed my fellowship, I became more interested in social demography and demographic research methods. I published two academic papers together with my colleagues at the Center."

IIE-SRF alumna

Turkey, 2017-2019 / United States (Florida State University), currently in the United States

72% of IIE-SRF alumni indicated that, on average, half of their knowledge products had global reach. They also discussed having disseminated their work in their home and new countries.

Except for the publication of peer-reviewed journal articles and academic presentations, the ability of IIE-SRF alumni to publish and present their work was for the most part unaffected by whether they worked in or outside academia. IIE-SRF alumni who held leadership positions were more likely to publish journal articles, conduct academic lectures and workshops, and review books and articles. Heads of laboratories had a greater number of patents compared to alumni in other roles.



154 IIE-SRF alumni impacted their home countries by publishing and otherwise disseminating an average of 60% of their work in their home countries.

Those IIE-SRF alumni who resided in their home countries had more opportunities to do so: On average, three out of every four works were published or shared within their home countries. IIE-SRF alumni who lived abroad nevertheless disseminated an average of 50% of their work in their home countries, pointing to their continued engagement in academic fields in their home countries



106 alumni living abroad reported that they disseminated their work, via publications or otherwise, within their current countries of residence or within their current world regions. On average, these scholars distributed 53% of their works within their current countries and regions.

154 IIE-SRF alumni

impacted their home countries by publishing and otherwise disseminating an average of 60% of their work in their home countries



Many IIE-SRF alumni shared that their work focused on the issues relevant to their home countries and informed public discourse and advocacy both locally and globally.

At least 28%, or 57 alumni, were aware of their works' impact on public policy, generating public discourse and informing decision-makers. Some of these works were more technical in nature, such as improvement of soil health to support agriculture or solutions to vehicle-parking problems in modern urban planning. Other works directly spoke to political concerns and human rights, supporting advocacy and laws around sexual and reproductive health and land and prison reforms, among other topics.

Usually, the cited works were connected to the political and cultural events in the IIE SRF alumni's home countries or to the struggle of their compatriots or forced migrants in their new communities.

"All of my Ethiopia Insight publications have attracted the attention of policymakers both in Europe and the United States. They have been cited by many journalists from both sides of the Atlantic as well as in Ethiopia. As a result of the impact of my writings, I have been invited to serve as a panelist at an event organized by the United States Institute of Peace in Washington, D.C., on the subject of ethnic federalism."

Alemayehu Weldemariam

IIE-SRF alumnus from Ethiopia, 2012-2014 / United States (University of Texas at Austin, Suffolk University), currently in Ethiopia and working at the Mekelle University

"My advice has been frequently sought both by the international institutions that cooperate with Bolivia and the Bolivian financial institutions. I am a frequent contributor to the opinion page of the most important Bolivian newspaper. On occasion I contribute to the international press."

IIE-SRF alumnus

Bolivia, 2012 / United States, currently in Bolivia

"The claim to decriminalize premarital sexuality that I had the honor to express for the first time in Morocco in 2007 and which I conceptualized in my books on my theory of sexual transition (in Arabic in 2015 and in French in 2017) was adopted by some Moroccan associations. This demand finally reached the Moroccan parliament in 2019."

Abdessamad Dialmy

IIE-SRF alumnus from Morocco, 2003-2004 / France (University of Rennes), currently in Morocco

"Since 2014, I started working [on the research about the] damage to the "cultural heritage in Syria" and publishing reports about it and organizing conferences as well as giving many lectures and talks in the USA, Germany, and France."

Abdalrazzaq Moez

IIE-SRF alumnus from Syria, 2013-2015 / United States (Indiana University), currently in Germany and working with the Gerda Henkel Foundation



AT LEAST

28%

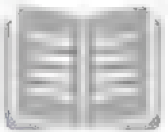


OF IIE-SRF ALUMNI

cited their works' impact on public policy, generating public discourse and informing decision-makers

ON AVERAGE,
IIE SRF ALUMNI DISTRIBUTED

53%



OF THEIR WORKS

within their current countries and regions

ALUMNI AT WORK

(Opposite page) Sakhr Murshid, IIE-SRF alumnus and scholar of dentistry from Yemen (University of Helsinki, Finland)

(Above) Hussein Almohamad, IIE-SRF alumnus and geographer from Syria (Justus Liebig University, Germany)

SECTION
4

Maintaining and Leveraging Connections

This section explores how IIE-SRF alumni have maintained relationships and collaborated with professionals they met during their fellowships.



Leveraging Connections Made Through IIE-SRF

86% of IIE-SRF alumni remained in contact with new colleagues they met during their fellowships.

IIE SRF alumni who completed their fellowships many years ago were as likely to be in touch with the colleagues they met during their IIE SRF fellowship appointments as more recent alumni, demonstrating the lasting value of the connections made through the IIE SRF fellowship.

In addition to most alumni staying in touch with their new professional contacts as friends, many engaged in professional development and research related activities together (Figure 4).

▶ HOW WERE IIE-SRF ALUMNI COLLABORATING WITH THEIR NEW COLLEAGUES?



Figure 4. IIE-SRF alumni's top collaborative activities with new professional contacts made during fellowship

▶ HOW WERE IIE SRF ALUMNI COLLABORATING WITH NEW COLLEAGUES ON STUDENT FACING ACTIVITIES?

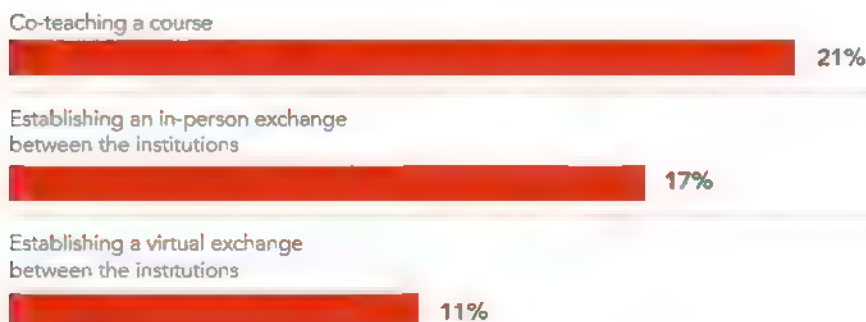


Figure 5. IIE-SRF alumni's student facing collaborative activities with connections made during the fellowship

41% of IIE-SRF alumni collaborated on various projects with the colleagues they met through their IIE-SRF fellowships.

"With Dr. Rachel Douglas, Lecturer in French, at University of Glasgow, UK, I have an archive saving project in Haiti; Dr. Douglas is the principal investigator on the project. My colleague will be a visiting scholar in the Université d'État d'Haïti during this academic year."

Jhon Byron

IIE-SRF alumnus from Haiti, 2018-2019 / France (Institute of Research for Development), currently in Haiti and working at the Université d'État d'Haïti

Smaller, but notable, numbers of IIE-SRF alumni reported engaging in collaborative student-facing activities with the colleagues they met through their fellowships (Figure 5), even those who were not in teaching positions at the time of the survey. A fifth of alumni co-taught a course with their new colleagues, 17% established an in-person exchange between their own and a colleague's institution, and 11% established a virtual exchange.

"Since my then host Fran Oneal is now teaching Global Studies, we connected her students to students affiliated to my institution, to virtually get to know about each other, in terms of culture, religion, behavior patterns, etc."

Sangita Rayamajhi

IIE-SRF alumna from Nepal, 2008-2009 / United States (University of Alabama), currently in Nepal and working at Pokhara University

Institution-focused collaborative activities that IIE-SRF alumni undertook included starting a new program or organization with their new colleagues (18%) and forming a partnership between their own and a colleague's institution (13%). Those who started a new program or organization (both with a new IIE-SRF professional contact or not) were more likely to report also forming a partnership with a colleague's institution.

IIE-SRF alumni discussed how the professional relationships they made through the IIE-SRF fellowship facilitated their connection and exposure to various organizations, which in turn resulted in new scholarship and job opportunities as well as awards. Alumni frequently noted the value of the IIE-SRF network to their post-fellowship activities, in both direct and indirect ways.



**Nearly 1 in 5
IIE-SRF alumni**

**started a new program or
organization with the new
colleagues they met on the fellowship.**

"Working at American and European institutions during my two-year fellowship facilitated communication with experts all around the world which resulted in getting more joint research and grants."

Adil Al-Handal

IIE-SRF alumnus from Iraq, 2013 / United States University of South Florida and 2016-2017 Sweden (University of Gothenburg, currently in Sweden and working at the University of Gothenburg)

In another example, Aleh Ivanou, an alumnus from Belarus working at the Institute of Philosophy, National Academy of Sciences of Belarus described how already after his IIE-SRF fellowship, he was "looking for a university researcher in Europe who would support my new research focus on rural socio-economics, I accidentally found Dr. Oane Vasser in the Hague-based International Institute of Social Studies (ISS, division of Erasmus University Rotterdam) who had been a resident researcher at the Roosevelt House before me. He helped me and we keep in touch and cooperation. For instance, in 2019, I have been to the ISS to give a seminar. Now we co-author a paper with Oane. May I conclude that, indirectly, and with some time lag, my SRF-enabled stay with the Roosevelt House has helped me to find my place in social research" (IIE-SRF Fellowship: Hunter College, United States, 2015)

The new colleague was one of several who recommended the alumnus' work to the New Europe College in Bucharest, which offered the alumnus a fellowship to conduct and publish his independent research. References from that fellowship further supported the alumnus's fellowship award with the Leibniz Institute of Agricultural Development in Transition Economies. International Congress of Researchers of Belarus awarded alumnus's paper as best publication in 2019.

SECTION
5

Improving Institutions and Organizations

This section analyzes the institutional impact of IIE SRF alumni, whether on existing educational institutions or through creation of new organizations in various industries



Advancing Institutional Change in Academia

IIE-SRF alumni have shaped educational institutions from within, primarily by improving access to knowledge (64%) and promoting stronger research and teaching methodologies (54% and 53%, respectively) (Figure 6). More than half of the alumni advocated for academic freedom globally and in their home countries.

IN WHAT WAYS DID IIE-SRF ALUMNI IMPACT EDUCATIONAL INSTITUTIONS?



Figure 6. IIE-SRF alumni's contribution to institutional change, across all locations

IIE-SRF alumni impacted their institutions regardless of whether they held an academic position after their fellowships. This includes both institutions in the home countries and abroad. Importantly, IIE-SRF alumni were able to make these institutional improvements regardless of race, ethnicity, gender, sexual orientation, ability, and religion.

Alumni who had held institutional leadership positions were more likely to have improved an educational institution, particularly by increasing access and equity among students or staff, engaging in public advocacy related to home country academia challenges, contributing to expansion of academic freedom, improving access to knowledge or resources, and promoting stronger teaching methods.

"I have been successful in obtaining research funding, including an [international organization's] grant to review crime in [my home country] and make suggestions for crime reduction and greater transparency. As professor and chair of [my university department], much of my work is to develop staff, ensure equity, and to develop and modernize curriculum. COVID-19 has acted as a catalyst to modernize teaching methods [by] necessitating a move to online teaching. Under my leadership, the department shifted to an online teaching system."

IIE-SRF alumna

United States, currently in home country

"I organized international professional training support for an oncological clinic in Belarus, including the U.S.-sponsored fellowships for doctors from Belarus, at the University of Texas MD Anderson Cancer Center (Houston, TX) and visits of U.S. oncologists with lectures to Belarus. [At the time of the report publication visits were pending until improved global health and Belarusian domestic political circumstances.]"

Dmitri Lapotko

IIE-SRF alumnus from Belarus, 2007-2010 / United States (Rice University), currently in the United States and working at the Masimo Corporation

"I contributed to improvement of academic institutions in the U.S. where I have been teaching as an adjunct professor. I have also contributed to the academic improvement in Russia through participation at the Program on New Approaches to Research and Security in Eurasia (PONARS Eurasia), arguably the world's leading group of more than a hundred international political scientists working on issues of peace and security in post-Soviet Eurasia, based at George Washington University. I also developed PONARS's partnerships with Russian media organizations."

Sufian Zhemukhov

IIE-SRF alumnus from Russia, 2011-2013 / United States (George Washington University), currently in the United States and working at George Washington University

Country contexts affected the extent to which alumni prioritized various areas of institutional changes and their access to resources and opportunities to implement these improvements (Figure 7). For example, alumni were more likely to establish institutional partnerships in their home countries than abroad, highlighting the opportunity for growth in that area for their home country institutions.

"[I am] cooperating with the Ministries of Higher Education and Scientific Research in Iraq and Kurdistan and the Iraqi Cultural Attache. I signed about 13 Memoranda of Understanding with different universities in Iraq and helped in organizing conference in Kurdistan. I led a project with [my university] and collected more than 3,300 scientific advanced scientific books from al staff members and schools and arranged shipping to Mosul University in Iraq to re-vitalize their destroyed university library"

Waleed Al-Murrani

IFP alumnus from Iraq, 2006-2008 / United Kingdom, currently in the United Kingdom

Alumni were able to raise more funds for institutions outside of their home countries, which may point to capacity-building opportunities for grant applications for home institutions as well as a potentially greater availability and knowledge of various grants.

Alumni who resided abroad felt they had a greater opportunity to advocate for academic freedom and human rights in their countries because of the safety of being outside of the system and the advocacy resources available to them.

"On the home front, I have been vocal on social media, exposing the atrocities of the regime and speaking up on behalf of colleagues who can't speak because they are within the system. Some within the system send [private] information for us to broadcast for the greater good of the people."

IIE-SRF alumnus

Cameroon, 2004-2005 / United States, currently in the United States



Home Country Impact

56%, or 103 alumni, reported making improvements to educational institutions in their home countries in some capacity.

Top improvements:

- Improved access to knowledge or resources (40%)
- Engaged in public advocacy related to home country academia challenges (35%)
- Promoted stronger research methodologies (34%)
- Contributed to expansion of academic freedom (33%)



Impact Abroad

62%, or 114 alumni, reported making improvements to educational institutions in their new countries in some capacity.

Top improvements:

- Improved access to knowledge or resources (42%)
- Promoted stronger teaching methods (33%)
- Contributed to expansion of academic freedom (32%)
- Promoted stronger research methodologies (29%)

WHERE DID THE INSTITUTIONAL IMPROVEMENT IN ACADEMIA TAKE PLACE?

The data in this graph shows location of impact, not of the alumni.

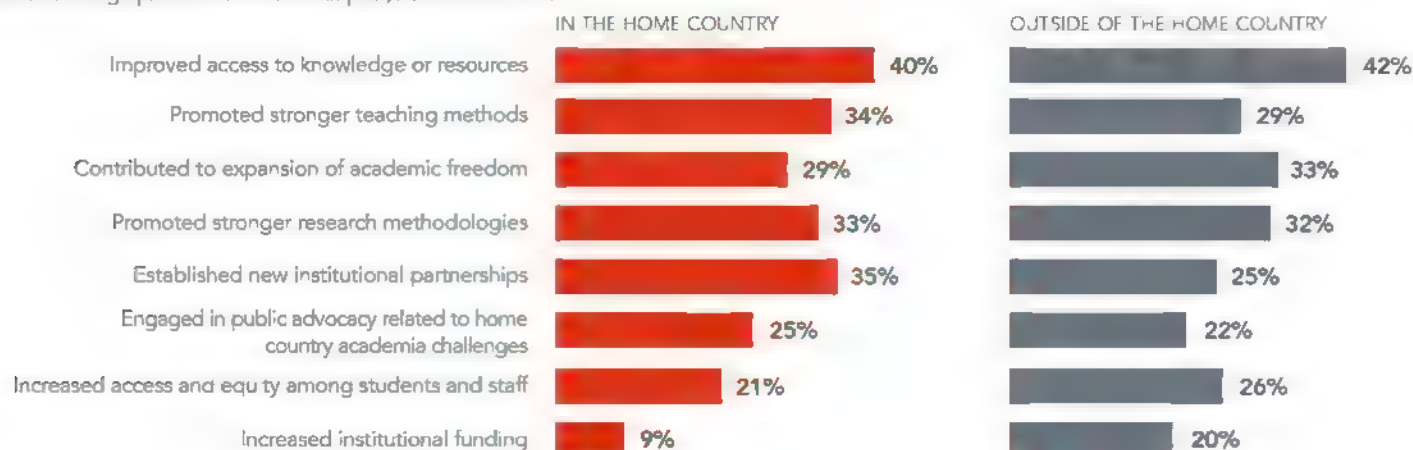


Figure 7. IIE-SRF alumni's contribution to institutional change in academia, by country of impact

Founding New Organizations

IIE-SRF alumni established new organizations focusing on a variety of technical, academic, political, and social issues.

40 IIE-SRF alumni have established at least 55 new organizations in 22 different countries since the completion of their fellowships. 26 of these new organizations operated at an international or regional level, 18 operated at a national level, and 11 were local organizations.

The goals of these newly established organizations varied widely, falling into five main areas:

- Politically oriented work, focusing on promoting democratization and human rights
- Development-oriented work, focusing on building institutions and capacity
- Education-oriented work, focusing on access and equity
- Technical and academic work, focusing on research and areas of academic specialization
- Socially oriented work, focusing on immigration resettlement and support

IIE-SRF alumni who lived outside of their home countries were more likely to have started a new organization or program with new colleagues they met through the IIE-SRF fellowship. Nearly a quarter of alumni (31 individuals) who lived outside of their home countries started a new organization or program with a new connection, compared to 6% who lived in their home countries (3 individuals).



17 IIE-SRF alumni created at least 25 organizations in their home countries; of these, seven scholars resided in countries other than their home countries.

More than half of these organizations functioned at national level, more than a third functioned at a regional or international level, and two organizations worked locally.

Most of the organizations established in the home countries focused on academic and development work and often addressed issues of education access and equity. Some offered publication and conference attendance support, others focused on improving the quality of education, and yet others convened academics for discussions and provided financial assistance.

**40 IIE-SRF
alumni
established**

**more than 50 new organizations
in 22 countries, including
25 organizations in their
home countries.**

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- **Sangita Rayamajhi**, an alumna from Nepal (residing in Nepal and working at Pokhara University) founded the Center for Advanced Studies in South Asia in Nepal. The center is an “interdisciplinary, inclusive, and unconditional discursive platform of an international academic community of scholars,” with goals to “build a discursive continuity of issues from the local to the global.” To date, the “Center organized seminar workshops, lectures, summer and winter institutes, panel discussions and debates, and literary and artistic public engagements on a wide range of topics from human to natural sciences” with permanent center faculty and visiting researchers. The center also published “a biannual journal, *Asian Review of Humanities*.” (IIE SRF Fellowship: University of Alabama, United States, 2008-2009).

- **Fraternel Amuri Misako**, an alumnus from the Democratic Republic of the Congo (residing in the United States), professor of political science at the University of Kisangani in the DRC and currently PhD student in international conflict management at Kennesaw State University in Georgia, U.S., founded Global University Project for Sustainable Peace and Development (GLOBUNIVERS) in the DRC with a mission to “facilitate the international dissemination of research produced by researchers and institutions in the South.” To date, GLOBUNIVERS published one book and has three more books under review. Amuri Misako also commented that, “globally, we are increasing credibility of researchers through scholarship (publications) in a very interdisciplinary perspective.” (IIE SRF Fellowship: University of Kentucky, United States, 2010-2012).

The second most common organizational focus for home-country-based organizations was political, with greater stress on advocacy and activism, including in areas such as public freedom and minority rights or training environmental activists.

- **Mohammed Almahfali**, an alumnus from Yemen (residing in Sweden) with several of his Yemeni colleagues co-founded Insaf Center for Defending Freedom and Minorities in Yemen. Insaf Center “seeks to defend public freedoms and minority rights in Yemen by documenting violations, providing support tools and advocacy, and conducting research and studies related to minorities, freedoms and human rights, as well as conducting capacity building through organizing courses and workshops and holding seminars and events that enhance awareness regarding the importance of freedoms and protecting minorities.” (IIE-SRF Fellowship: Lund University, Sweden, 2017-2019). To date, Insaf achieved the release of several detainees, issued a book, and organized several events.

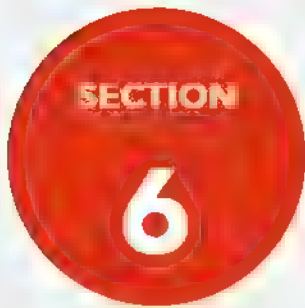


More than half of the new organizations established by IIE-SRF alumni were headquartered outside of their home countries.

23 IIE SRF alumni established at least 30 new organizations outside of their home countries since the completion of their fellowships. 22 were established in their current countries of residence, and one organization was established in a third country. Several of these new organizations focused on audiences and topics outside of the scholars’ home countries.

Many of the organizations with a social focus — such as immigration resettlement and support — were established by alumni outside of their home countries. These organizations served newly arriving immigrants and refugees and helped bring attention to the local community, educate about immigrant issues at home and abroad, and promote community collaboration and cohesion.

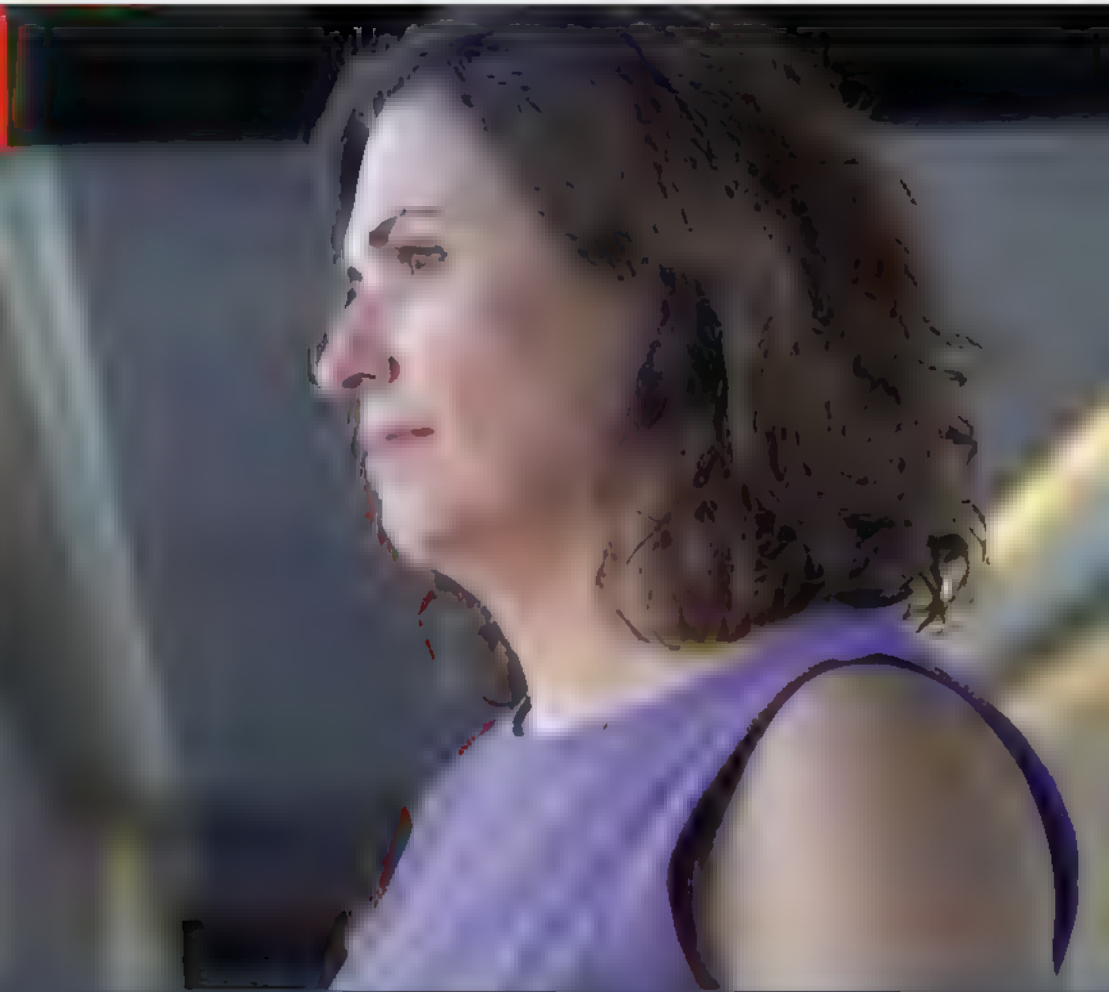
- **Hakim Asher**, an alumnus from Afghanistan (residing in Canada) founded Silk Road Leadership in the United States. The goal of the nonprofit was to provide “counseling on life in the U.S., including on culture, banking system, housing, education, and health care, as well as other life support issues to Afghan citizens who served with U.S. forces and diplomatic mission in Afghanistan.” (IIE-SRF Fellowship: George Washington University and American University, United States, 2012-2014). To date, Silk Road Leadership “facilitated a smooth transition of many families’ resettlement in the U.S.”
- **Paul Ndebele**, an alumnus from Zimbabwe (residing in the United States and working at The George Washington University) participated in the founding of the Methodist Church in Zimbabwe Fellowship for District of Columbia, Maryland and Virginia (DMV) in the United States. The goal of this already 40-member strong organization was “to strengthen fellowship among Zimbabweans.” (IIE SRF Fellowship: University of KwaZulu-Natal, South Africa and University of Malawi, 2003-2004, 2008).
- **Alexandra Dmitrieva**, an alumna from Russia (residing in Ukraine) co-founded a Support, Research and Development Center in Ukraine. She explained the biggest success of her organization was “that we have been awarded an opportunity to conduct two large studies in Ukrainian prisons. Prisons in any country represent the so-called “closed settings,” getting an opportunity to study super-closed post-Soviet prisons (Moldova maybe is an exclusion from this rule) without million-dollars grants and ‘special agreements’ is a real success. In 2018-2019 [we conducted a] qualitative study on feasibility of needle and syringe programs in Ukrainian prisons. In 2019-2020 [we conducted a] mixed method study on barriers to TB diagnostics and treatment among prisoners in Ukraine. [Both studies] were funded by Public Health Center of Ukrainian Ministry of Health.” (IIE-SRF Fellowship: Alliance for Public Health, Ukraine, 2016-2018). In 2021, results from one of the studies were published in the *Harm Reduction Journal*.



Changing Communities and Promoting Social Justice

In addition to engaging with their communities through academic contributions and policymaking, IIE SRF alumni also led and participated in numerous social justice, educational, and youth empowerment activities that directly benefitted their communities, whether in their home or new countries. This section details such community engagements and their outcomes.

SALAM AL KUNTAR
IIE-SRF alumna and archaeologist from
Syria (University of Pennsylvania, U.S.)



Most IIE-SRF alumni have promoted social justice and increased intercultural understanding in their communities (Figure 8).

▶ HOW DID YOU CONTRIBUTE TO YOUR COMMUNITY SINCE THE IIE-SRF FELLOWSHIP?



Figure 8. IIE-SRF alumni's community outcomes

Outside of academia, IIE-SRF alumni have engaged actively and in diverse ways with their communities, whether in their home countries or new communities. Alumni reported leading independent activities and participating in ongoing community advocacy and education efforts, often related to their experience as immigrants or persecuted individuals, though not necessarily tied to their professional or academic work.

"[I contributed to my community by] presenting workshops about current affairs in Iran for senior citizens in [the United States], hosting a movie screening on Iran, and presenting at a panel on protests in Iran for a public audience."

IIE-SRF alumnus

Iran / United States, currently in the United States

IIE-SRF alumni who held institutional leadership roles were more likely to engage with their communities in ways specifically tied to their work, including organizing local competitions related to their field, speaking at community events about their work, leading workshops, and taking on mentorship roles for youth or young professionals.

- **Salam Besh Al-Maliki**, an alumnus from Iraq (residing in Iraq and working at the College of Engineering at the Al-Iraqia University) who was a director of the College of Engineering at the Al-Mustansiriyah University in 2013–2015, shared that he "spoke many times regarding my research results on the use of green plants to control air pollution." (IIE-SRF Fellowship: Ohio University, United States, 2009–2011)
- **Jhon Byron**, an alumnus from Haiti (residing in Haiti and working at the Université d'État d'Haïti) who became Director of the State University of Haiti Press starting in 2020, described how he "was one of [the] jury members of a competition on illiteracy in Haiti." (IIE-SRF Fellowship: The Institute of Research for Development, France, 2018–2019)
- **Phoebe Kajubi**, an alumna from Uganda (residing in Uganda and working at Makerere University) leveraged her professional background in health when "mentoring youths who were not able to continue with university education due to getting low points and lack of money and encouraged them to avoid early pregnancies and get involved in vocational education and get equipped with skills in hair dressing, tailoring, making crafts." (IIE-SRF Fellowship: Pomona College, United States, 2007)

IIE-SRF alumni who identified as religious minorities in their home countries or as racial or ethnic minorities at home or in their current countries were more likely to actively engage in supporting disadvantaged populations in their communities. Instead of being a barrier, belonging to a minority group may be a motivating factor behind active community involvement.

A total of 113 IIE-SRF alumni (55%) contributed to their home communities and 82 alumni contributed to their new communities (Figure 9). 50 alumni contributed to both their home communities and their new communities.

▶ COMMUNITY ENGAGEMENT BY LOCATION

The data in this graph shows location of impact, not of the alumni.

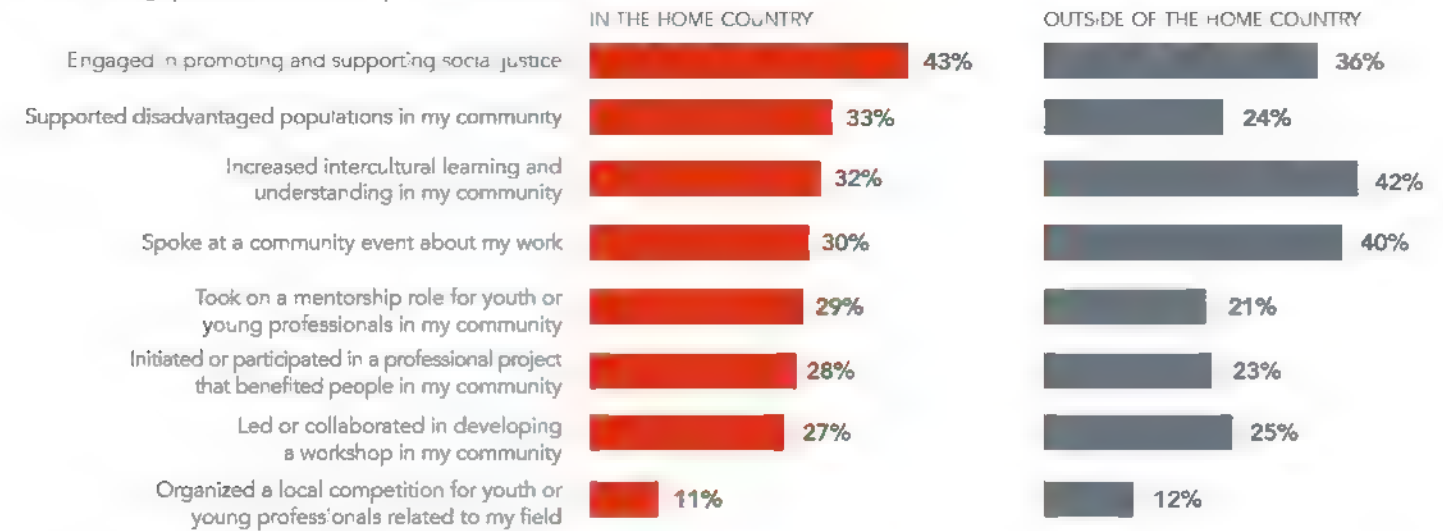


Figure 9: IIE-SRF alumni's community outcomes, by country of impact
* Only alumni residing in new countries were asked about their community engagement with the new communities.

Location of the alumni—in their home countries or abroad—made a difference for some types of community engagement but not others. For example, alumni promoted social justice, supported disadvantaged populations, and mentored youth or young professionals in their home communities regardless of their current country of residence. Conversely, IIE-SRF alumni who lived abroad had greater opportunities to increase intercultural learning and understanding in their new communities, partially because these communities may have been less familiar with the alumni's cultures.

The time elapsed since completion of the IIE-SRF fellowship did not influence alumni's ability to engage with their communities: Alumni who recently completed their IIE-SRF fellowships were as likely to report impacts on their communities as alumni from the early 2000s.

An example of the breadth of impact that IIE-SRF alumni can

have on their home countries, new communities, and the world at large is the establishment of the Institute for International Health and Education by Arash Alaei, an Iranian alumnus currently in the United States (IIE-SRF Fellowship: SUNY Albany, United States, 2012). The Institute, which aims to improve access to health and education, impacted the scholar's home country of Iran by "providing training and mentorship to healthcare workers in Iran on COVID-19 medical care." Beyond this, much of its work is globally oriented, including "working to improve the quality of HIV service in Tajikistan, and providing a series of training workshops on HIV and Viral Hepatitis in Turkey, Romania, Russia, Lebanon, and Tajikistan." The Institute also serves the alumnus's current community of Albany, New York, through its work to "increase law enforcement knowledge and build better understanding, communication, and trust between the Albany Police Department and refugee community."

Remaining Connected with Home Country Academia

Both IIE-SRF alumni who returned home following the conclusion of their fellowships and those who remained abroad continued to engage with their home countries' academia and contributed their expertise to academic, policy, and other discussions about their home countries. This connection persisted and was integral to their careers and lives. In this section we look at the experience of IIE-SRF alumni living abroad with their home country academia.

Three out of four IIE-SRF alumni living abroad remained connected to their home country academia since their IIE-SRF fellowships (Figure 10).

▶ HOW HAVE YOU MAINTAINED ACADEMIC CONNECTION TO YOUR HOME COUNTRY?

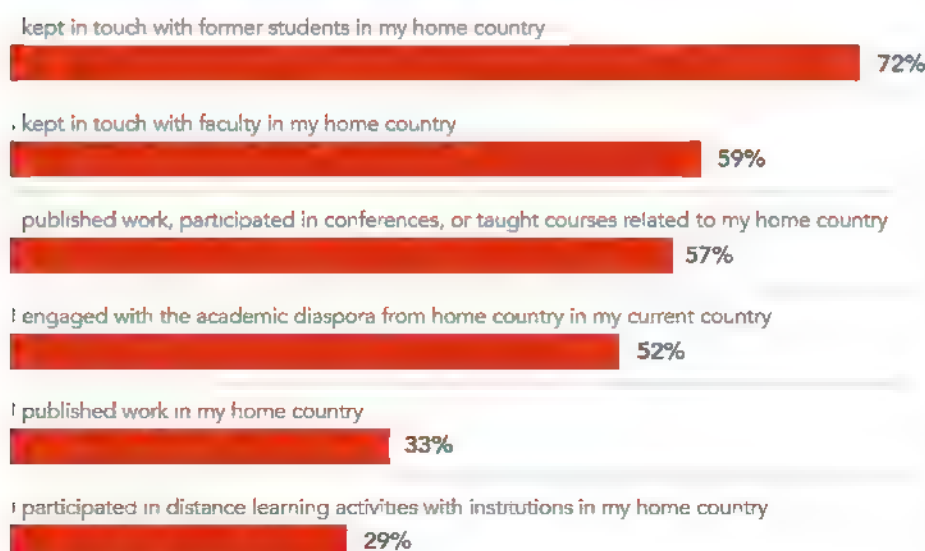
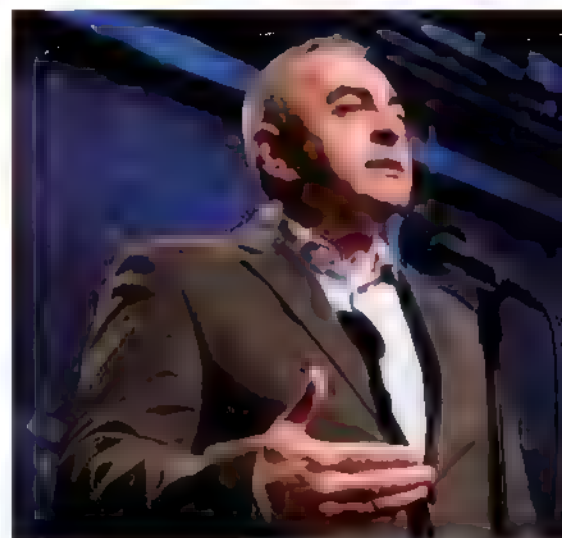


Figure 10. IIE-SRF alumni's engagement with home country academia

Remaining in touch with faculty and students was the most common form of sustaining connections with their home countries and institutions: 75% have done so, and 11% were planning to. More recent alumni were more likely to report that they continued to actively communicate with faculty and students from their home countries.



SUFIAN ZHEMUKHOV

IIE-SRF alumnus and political scientist from Russia (George Washington University, U.S.)

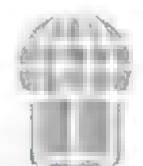
75%



OF IIE-SRF ALUMNI

have remained in touch with faculty and students to sustain connections with their home countries and institutions

57%



OF IIE-SRF ALUMNI

incorporated topics related to their home countries into their publications, presentations, and coursework

More than half of IIE-SRF alumni abroad (57%) incorporated topics related to their home countries into their publications, presentations, and coursework, and an additional 24% of alumni intended to do so. For example, Saad N. Jawad, an Iraqi alumnus living in the United Kingdom had published books and articles on Iraq, analyzing the Iraqi constitution, and together with his wife Sawsan M. Al Assaf, also an IIE-SRF alumna from Iraq, published a book *"on the effects of occupation on Iraqi women."* A Cambodian alumnus wrote books discussing the response of the Cambodian government to the Khmer Rouge regime, the current land grabs by the Cambodian government, and the deportations of Cambodian diaspora members from the United States.

Another critical way IIE-SRF alumni remained engaged with their home country academia was through the diaspora communities, primarily in their new countries. Half of the alumni living abroad had engaged with academic diaspora from their home countries, and 23% of alumni would like to reach out to these diaspora in the future.

"I was motivating most of my ex-Eritrean students in the diaspora to continue their higher education, profession in order to be prepared with knowledge for the future in case after the regime change at home."

IIE-SRF alumnus

Eritrea, 2011-2013 / Norway (University of Oslo), currently in Norway

"[I laid the] foundation for building and empowering a diaspora community through educational, health and financial literacy programs [and received an award for] my leadership in running the association as Pioneer Chair and President at the 10th anniversary celebration."

IIE-SRF alumnus

Cameroon, 2004-2005 / United States, currently in the United States

Just under a third of alumni participated in distance learning activities with higher education institutions in their home countries. Such opportunities were, in some cases, facilitated by other organizations or governments. For example, nearly half of the Iraqi alumni living abroad have participated in distance learning with Iraqi institutions. The high percentage of Iraqi participation is influenced by IIE-SRF's Iraq Distance Learning Initiative, which offers opportunities for Iraqi alumni living in the diaspora to deliver live academic lectures and full courses at Iraqi higher education institutions that fill curricular and expertise gaps. This initiative is implemented in partnership with Iraq's Ministry of Higher Education & Scientific Research and its IIE Coordination Committee, led by an IIE-SRF alumnus.

"[I am] participating in online lectures aired to institutes in Baghdad and Tikrit via IIE programs in Amman, Jordan."

Adnan Yaseen AL-Quraishi

IIE-SRF alumnus from Iraq, 2007-2009 / Jordan (Jordan University of Science and Technology), currently in Jordan

Conversely, other governments may limit alumni's opportunities to support their home higher education systems through distance learning. For example, only three Syrian alumni have participated in distance learning activities. One alumnus suggested that the ability of Syrian alumni to teach Syrian students remotely may be limited by a government prohibition for some alumni to teach in Syria.

AMER AL-QAAOD

IIE-SRF alumnus and nuclear physicist from Yemen (International Centre for Theoretical Physics, Italy)



Just under one-third of IIE-SRF alumni

**participated in distance
learning activities
with higher education
institutions in their
home countries.**

Conclusion

// IIE-SRF gave me the opportunity to rebuild my career in a safe environment. This will push me forward and make up for what I lost in Yemen during the war and due to the pressures and threats I faced in the universities where I worked. The fellowship allowed me to reclaim my future, which I thought I had lost.” These are the words of Dr. Afrah Al-Khawlani, a Yemeni nuclear physicist and expert in nuclear power reactors, who completed the IIE-SRF fellowship at Philadelphia University in Jordan. Since 2002, IIE-SRF has saved the lives and careers of over 900 scholars, who, like Dr. Al-Khawlani, are creating a better and more just world through their teaching, research, and advocacy.

As dedicated educators, IIE-SRF alumni shared the wealth of their knowledge with tens of thousands of students around the globe in the context of both courses and individual mentorship, creating an impressive multiplier effect. Those alumni who taught in their home countries — whether returning or via distance learning — exposed students to international academic practices and opportunities, many of which the scholars became familiar with through their IIE-SRF fellowship appointments, thus diversifying the global academic voice and strengthening their home countries’ academics. Alumni who lived and taught abroad used teaching as an opportunity to share their culture and unique experiences and expertise with the students, internationalizing their campuses and increasing their students’ knowledge and cross-cultural competency.

Leading experts, IIE-SRF alumni continued to build their legacy of contributions to academic and scientific knowledge that inform academic discussions and debates around current public policy and issues impacting their home countries, new countries, and the global community. Since completing their IIE-SRF fellowships, alumni disseminated their knowledge via more than 10,500 scholarly publications, presentations, artistic works, and public appearances. Their published works included almost 450 books and book chapters and more than 1,900 articles in academic journals, newspapers, and magazines. Several of the organizations that alumni founded produced and disseminated academic knowledge, with a focus on decolonizing the academic thought in their countries and the global discourse.

Through all these activities, IIE-SRF alumni leveraged the relationships they built with colleagues during their IIE-SRF fellowships. Most remained in contact with these colleagues. Many collaborated on projects and put their minds together to enrich courses they taught and establish student exchanges between their institutions.

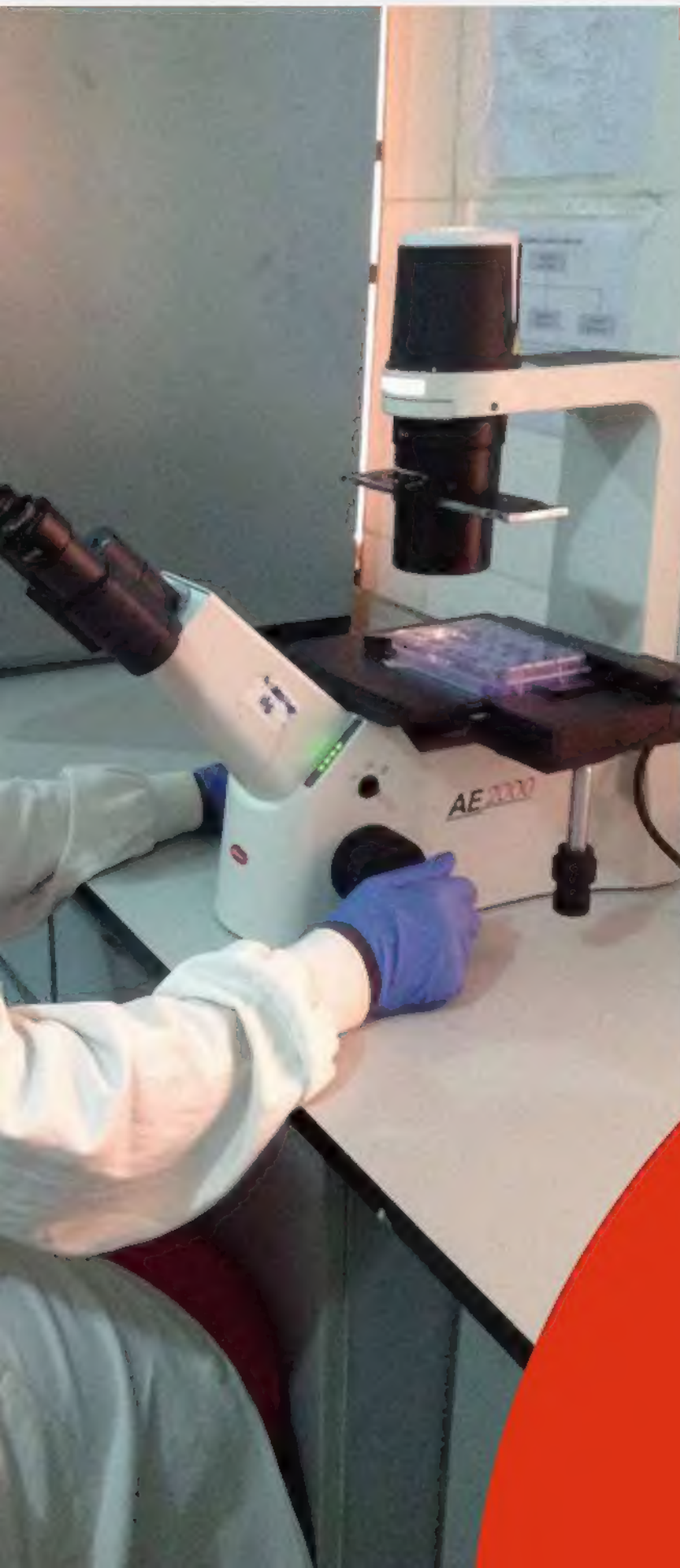
IIE-SRF alumni demonstrated an unwavering commitment to social issues, with many working to increase access to education and support disadvantaged populations and advocating for academic freedom and social justice in their home countries. Alumni’s commitment to social justice was also shown in their own organizations, whose missions and achievements promoted equity and dignity for all.

Perhaps most impactful is the conclusion that regardless of whether IIE-SRF alumni returned to their home countries or remained abroad, they were, and continue to be, passionate about bettering their home countries and the world overall in every aspect of their professional lives. Their commitment as individuals and social justice leaders speaks to the important contribution they are making well beyond their academic roles.



MARYCELIN BABA

IIE-SRF alumna and microbiologist and virologist from Nigeria (University of Cape Town, South Africa and International Centre of Insect Physiology and Ecology, Kenya). Dr. Baba directs the WHO-accredited Polio laboratory at the University of Maiduguri Teaching Hospital in Nigeria and is currently coordinating the laboratory testing for COVID-19 in Borno State.



IIE-SRF alumni have completed

10,500

SCHOLARLY PUBLICATIONS,
PRESENTATIONS,
ARTISTIC WORKS, AND
PUBLIC APPEARANCES

these include

450



BOOKS AND
BOOK CHAPTERS

1,900+



ARTICLES IN ACADEMIC
JOURNALS, NEWSPAPERS,
AND MAGAZINES

IIE-SRF alumni

continue to better their
home countries, host
communities, and the world
overall in every aspect of
their professional lives.

Learn more and get involved at
iie.org and scholarrescuefund.org



"Rescuing these scholars ensures that their accumulated knowledge will be passed on to countless students and future generations. This multiplier effect is essential to a brighter future."

MARK A. ANGELSON
IIE Chair and IIE-SRF Chair Emeritus

**A LIFELINE FOR
THREATENED
SCHOLARS
SINCE 1920**

(Above, left to right) Eunice Kamaara, IIE-SRF alumna and scholar of religious studies and public health from Kenya (Indiana University-Purdue University Indianapolis, U.S.); Fathiah Zakhum, IIE-SRF alumna and microbiologist from Yemen (University of Helsinki, Finland); Barakatullo Ashurov, IIE-SRF alumnus and linguist and historian from Tajikistan (Harvard University, U.S. and Boston College, U.S.). Dr. Ashurov is the second IIE-SRF Beau Biden Scholar.